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ABSTRACT

This document reports the results of the fall 1972 racial census at the University of Maryland. Only new freshmen, transfer students, and readmitted students filled out the racial census cards. All returning students constituted the data base of the student body. By adding new and deleting old racial census cards, counts could be made. Results of the census indicated a total black student body of 5 percent. The percent of black enrollments for fall 1972 was essentially the same as for fall 1971. Majors pursued by the highest number of black undergraduate students were Accounting, Combined Business Law, Elementary Education, General Curriculum, Journalism, Nursing, Physical Therapy, Pre-Law, Pre-Medicine, Psychology, Sociology, Special Education, and Advertising Design. Counts for other minority student groups were also reported. A 7-item bibliography, additional results, and tables are presented. (MJM)

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COLLEGE PARK, MARYLAND

1973

FALL 1972 UNIVERSITY RACIAL CENSUS

Glenwood C. Brooks, Jr. and William E. Sedlacek

Research Report # 6-73

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SUMMARY

The Fall 1972 University Racial Census counts were reported. Several important questions concerning the collection of racial data were raised and discussed. These questions covered, among others, confidentiality procedures and accountability for the maintenance of the racial data and the importance of student receptivity. The report also indicated that the University is within legal rights to request racial information and at the same time the student is not required to disclose his or her racial identity. The underlying assumption for the University Racial Census is that the data can be used in many positive ways such as to show the need for more financial aids, counseling, and academic services for minorities.

The total black student body was 5% (N=1595) of the total student body: black undergraduates were 5% (N=1321) and black graduates 4% (N=274). The percent of black enrollments for the Fall 1972 was essentially the same as for the Fall 1971. The percent of new black freshmen was 10% (N=477), up slightly compared with 9% (N=467) in 1971. Black freshmen (new and returning) comprised 10% (N=788) of the total freshman class (N=8249). Majors pursued by the highest number of black undergraduate students were: Accounting, Combined Business Law, Elementary Education, General Curriculum (College of Arts and Sciences), Journalism, Nursing, Physical Therapy, Pre-Law, Pre-Medicine, Psychology, Sociology, Special Education and Advertising Design.

About 60% of all the black students were male and 40% were female. Nearly 3/4's of the black students held instate residence. Over 1/2 of the black students with Maryland residence were from the Baltimore area (Baltimore City: 32%, County: 3%). Prince Georges was represented by 17%, Montgomery County 5% and the remaining Maryland counties 22%. Fifty-seven percent of the black students lived on campus, while 43% commuted.

Counts for other minority student groups were also reported (Oriental: 1%, Spanish surname: 1%, and Native American: less than 1%).

The University Racial Census has taken on added significance in the local and national institutions of higher education. The University of Maryland wants to foster a good public posture with respect to recruiting minorities, but like most institutions, has not conducted racial censi until recently, i.e., late 1960's. The federal government has requested reports regarding the distribution of financial aids to minorities since the early 1960's but had not required institutions of higher education to report campus-wide racial census data. Institutions of higher education had typically interpreted the Supreme Court ruling of Brown versus the Board of Education, Topeka, Kansas, 1954, that segregation in public institutions was unconstitutional, by literally not collecting racial data. This had the effect of de facto segregation in view of the absence of minority recruitment programs. (See Sedlacek, Brooks and Mindus [1972] and Sedlacek, Lewis and Brooks [1973] for a national survey of admissions recruitment programs, efforts and outcomes.) In other words, since there were no head counts, colleges and universities could avoid any concern with whether they were changing. Some confusion still exists regarding the legality of a racial census; such questions, however, refer to the technical aspects of data collection, i.e., types of uses and accessibility to the racial data. The legal right to conduct a racial census exists, however (Egerton, 1969). In a report of the Southern Region Reporting Board, Egerton noted that no federal law existed prohibiting the collection of racial data by institutions of higher education. However, the majority of institutions of higher education report estimated racial enrollments in lieu of racial censi (see Sedlacek and Brooks, 1970; Sedlacek, Brooks and Horowitz, 1972; Sedlacek, Brooks and Mindus, 1973; Sedlacek, Lewis and Brooks, 1973). No doubt, racial censi remain an exception (compared with estimating racial enrollments) because of the difficulties in conducting a racial census. In time, however, estimated racial enrollments tend to be viewed as actual racial enrollments. This has the effect of inadequate descriptive racial data generalized

across many uses, i.e., research, program development, etc. Thus, until institutions of higher education assume a firm posture on their rights to conduct racial censi (minimizing the resulting ambivalence among the student body, faculty and staff) the next step of setting up procedures for the racial census will remain difficult (Brooks and Sedlacek, 1972). The issue of integration of public institutions of higher education supercedes the legal question; perhaps the difficulties of conducting a racial census have not been overcome because of the lack of firm moral commitment.

What makes a good racial census of complete and accurate counts? The writers consider that there are six conditions of a good racial census: (1) the social climate of the local and national community is considered, (2) maximal student receptivity, (3) established administrative credibility, (4) expertise in data collection, (5) collection procedures, maintenance and uses of the racial data are made public, and (6) accountability is established. These conditions are discussed below.

The nation, state and the university reflect a public posture that the institutions of higher education should provide equal opportunities for minorities to pursue college and advanced degrees. However, how this is to be done is still openly debated. Compliance reports of desegregation are viewed as one positive way of monitoring the equal opportunities of minorities. The social context forms the basis for the University Racial Census. No doubt, the racial data prior to 1954 would have been used to segregate minorities, but today many institutions of higher education seek to admit minorities. If an institution of higher education fails to show good faith in desegregating its facilities, it still appears ambiguous as to whether the federal government would withhold funds; however, it is clear that the moral quality of the law requires institutions of higher education to take a firm and positive posture.

Student receptivity to a racial census is an anorphous phenomenon never likely to be controlled or completely understood. Student receptivity is crucial because well planned procedures with student unreceptiveness could result in students declining to disclose their racial identity. Federal law permits collection of racial data but does not require students to provide such data. Thus, low student receptivity would probably mean meaingless racial data -- and the social context, to a great extent, determines student receptivity.

Administrative credibility depends on a consistent, concerned and involved posture with respect to minority student issues and student rights by university officials. Such a position must be backed up by action and behavior, both institutional and individual, or the credibility gap will widen.

An A,B,C outline of how to conduct a racial census is insufficient for the assurance of time, effort and money used to conduct a racial census. Instead, experienced personnel in data gathering, particularly race related data gathering, would increase the likelihood of complete and accurate information. The potential problems and emotional overtones of racial data collection are very real and more likely to get out of hand with the use of inexperienced personnel.

The maintenance and uses of the racial census data are the very heart of the issue of confidentiality. Probably most students view the right of personal privacy as being very important and many also view the social, moral and educational merits of the racial census as important and comply with the request for confidential racial information. But such compliance is given with constraints and expectations; students expect the University to fulfill its public pledge to keep the racial census information confidential. Increased student confidence would exist when the maintenance procedures of the census are specified. The procedures would include storage location, accessibility to the racial data, uses of the racial data,

accountability for the confidentiality of the data. The current University policy indicates that no campus office has access to personal data, but rather only summary data, without student consent. The Cultural Study Center (CSC) has had the maintenance function of the racial data. Since the CSC has no jurisdiction over academic records of students or academic departmental affiliation, any conflict of image or interest issue can be minimized. Such issues usually result where one party is both the "teacher and disciplinarian."

Accountability of the racial data must be clear and made public, otherwise the bureaucratic-like quality of the administration could dampen the maintenance procedures, and render collection procedures meaningless.

The CSC recommends the following maintenance procedures based on its experience in general data gathering and with the University Racial Census in particular:

(1) That the racial census be continued because of its positive implications.

(2) That the conflict of image or interest question be avoided at all costs.

(3) That summary racial data be distributed to the administration, faculty, staff, students and interested persons and agencies.

(4) That minority student input exist at every stage of the University Racial Census.

Procedure

Only new freshmen, transfer students and readmitted students filled out Fall 1972 University Racial Census cards. These students represented students new to the University or who were not in the active University files. All returning students constituted the data base of the student body, thus by adding

new and deleting old racial census cards, counts could be made. This procedure was not without difficulties. Errors carry over from year to year, i.e., estimation of graduate students evolved as a major problem; however, the counts were reconciled with the Office of Admissions and Registrations (OAR) and the Graduate School, and therefore should be viewed as reasonable estimates. The difficulties were a result of new registration procedures. These were only recently planned, certainly not as far back as 1969 when the first University Racial Census was conducted. The Fall 1973 University Racial Census should reduce many of the tabulation difficulties.

Results and Discussion

Table 1 provides student enrollments by race, class and part-full time status for undergraduate and graduate students. Table 2 provides a trend of black enrollment dating back to 1968, and new freshman student counts dating back to 1969. Table 3 provides student enrollments by race, college and major. General demographic information is also reported though not in tabular form.

The total black student body was 5% (N=1595) of the total student body: black undergraduates were 5% (N=1321) of all undergraduates and black graduates 4% (N=274) of all graduates. The percent of black enrollments for the Fall 1972 was essentially the same as for the Fall 1971. The percent of new black freshmen was 10% (N=477), up slightly compared with 9% (N=467) in 1971. Black freshmen (new and returning) comprised 10% (N=788) of the total freshman class (N=8249). The number of returning black freshmen (39%) appeared somewhat high but the number of total returning freshmen (42%) also appeared somewhat high. This might mean many freshmen experienced academic difficulty or that many carried small semester-hour loads. The number of returning freshmen also might reflect the part-time freshman group. The percent of increase of black student enrollment

has reached a plateau effect. The rate of increase has remained about the same since 1970, but had doubled in 1970. The number of black sophomores, juniors and seniors has not substantially increased, evidenced by the lack of any sudden swelling of the upperclass levels. However, it would be premature to speculate about black attrition without examining attrition rates for other University student ethnic groups. Previous attrition figures have shown that the attrition rates for black undergraduate students were about the same as for all undergraduate students (DiCesare, Sedlacek and Brooks, 1972; Farver, Sedlacek and Brooks, 1973). The number of part-time undergraduate students, irrespective of ethnic group, was small but about 50% of all graduate students, irrespective of ethnic group, were part-time students. A disportionate number of black undergraduate students were enrolled in the Office of Intermediate Registration (OIR), but this is due primarily to the Intensive Educational Development (IED) program policy of requiring all IED students to enroll in OIR. A majority of black freshmen were regular admits, and those who were not received academic counseling in the IED program. Assuming that regular admits were able to handle academic course loads reasonably well, it would still appear that more academic counseling is warranted and that additional research studies should be conducted on the developmental stages of blacks in selecting majors. Currently blacks tend to major in the social sciences, which is a pattern at many schools. It is not unreasonable to expect that black students experience some difficulty in selecting majors, compared with other students, because of the particularly different socio-psychological experiences of black students. Majors pursued by the highest number of black students were: Accounting, Combined Business Law, Elementary Education, General Curriculum (College of Arts and Sciences), Journalism, Nursing, Physical Therapy, Pre-Law, Pre-Medicine, Psychology, Sociology, Special Education and Advertising Design.

About 60% of the black students were male and 40% were female. Nearly 3/4's of the black students held instate residence. In view of the new policy of the University to limit out of state students to 10% of the freshman class, Washington, D.C. black students will experience greater difficulty in obtaining admission to the freshman class. The OAR has assumed a greater burden with respect to the recruitment of black freshmen from the State of Maryland. More than half the black students with Maryland residence were from the Baltimore area (Baltimore City: 32%, County: 3%) and 17% from Prince Georges County. Montgomery County was represented by 5% and the remaining Maryland counties, 22%. The OAR must then do more intensive recruiting to maintain the current percent of new black freshmen since the number of freshman Washington, D.C. students (21%) will drop. When the black students from Washington, D.C. were considered, nearly 3/4's of the black student body resided in the inner city. Prince Georges County might not be viewed as the inner city by most, but blacks tend to live in pockets in the county and thus experience many of the difficulties of inner city living. Fifty-seven percent of the black students lived on campus while 43% commuted. In recent years, the University has assumed a supportive posture with respect to encouraging black students to live on campus. However, the national cutbacks in financial aids to black students might soon nullify this effect.

Counts for the other minority students (Orientals, Spanish surnamed and Native Americans) were not held with the same degree of confidence as the black student counts. Idiosyncratic differences operate which were difficult to check, i.e., many of the above minority students view themselves as whites. The year by year changes of the University Racial Census (and the absence of cross-checks) have not permitted checks for response consistency over the years.

The total Oriental student body was 1% (N=344) of the total student body: undergraduate Oriental students 1% (N=273) and graduate Oriental students 1%

(N=71). The Fall 1972 Oriental enrollments were lower compared with the Fall 1971 enrollments. Whether the mode of data collection or actual drop in enrollment accounted for the difference was unclear. One percent (N=60) of new freshmen were Oriental. Many Oriental students, compared to other student ethnic groups, were enrolled in the College of Engineering. Majors pursued by the highest numbers of Orientals were: Accounting, Electrical Engineering, Mathematics and Pre-Medicine. Nearly 2/3's (63%) were males and 1/3 females. Most lived off campus, residing in Prince Georges and Montgomery Counties, respectively.

The total Spanish surnamed student body was 1% (N=220): Spanish surnamed undergraduates 1% (N=155) and Spanish surnamed graduates 1% (N=65). The Fall 1972 Spanish surnamed student enrollments were lower compared with the Fall 1971 enrollments; the reason is likely the same as that indicated for Oriental students. One percent (N=38) of new freshmen were Spanish surnamed. Majors pursued by the highest numbers of Spanish surnamed students were: Business Organization and Administration, Economics, Psychology, Sociology and Special Education. The major profile of Spanish surnamed students looked similar to black students. Nearly 2/3's (64%) were males and 1/3 females. Most lived off campus, residing in Prince Georges and Montgomery Counties, respectively. The Spanish surnamed population has rapidly grown in the Greater Metropolitan Washington area. The University has an obligation to reach out to the Spanish surnamed college-age population via admissions recruitment programs as has been done with blacks. While all minorities should be recruited, Spanish surnamed and black students may have had similar negative experiences in education, jobs and living conditions.

The total Native American student body is less than 1% (N=121) of the total student body: 118 undergraduates and 3 graduates. One percent (N=36) of new freshmen were Native American. Majors pursued by the highest numbers of Native American students were: Accounting, Combined Business Law, General Curriculum

(College of Arts and Sciences), Industrial Arts Education and Recreation. Nearly 2/3's (61%) were males and 1/3 females. Most lived off campus, about equally divided between Prince Georges and Montgomery Counties.

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TABLE 1

Fall 1972 Student Enrollment by Class and Status at College Park[a,b,c,d,e]

CLASS	STATUS															All Students
	Full Time					Part Time					Totals					
	B	O	S	NA	AO	B	O	S	NA	AO	B	O	S	NA	AO	
Freshman	749	61	41	32	6,927	39	2	-	1	397	788	63	41	33	7,324	8,249
Sophomore	207	29	16	10	5,051	6	-	1	-	274	213	29	17	10	5,325	5,594
Junior	156	58	36	22	5,420	1	7	2	4	330	157	65	38	26	5,750	6,036
Senior	124	95	49	38	5,090	12	7	4	6	570	136	102	53	44	5,660	5,995
Other	-	-	-	-	423	-	-	-	-	508	-	-	-	-	931	931
Unavailable	20	6	3	3	193	7	8	3	2	95	27	14	6	5	288	340
UNDERGRADUATE	1,256	249	145	105	23,104	65	24	10	13	2,174	1,321	273	155	118	25,278	27,145
	(5)	(1)	(1)	(0)	(93)	(3)	(1)	(0)	(1)	(95)	(5)	(1)	(1)	(0)	(93)	(79)
GRADUATE	153	43	41	2	3,326	121	28	24	1	3,530	274	71	65	3	6,856	7,269
	(4)	(1)	(1)	(0)	(93)	(3)	(1)	(1)	(0)	(95)	(4)	(1)	(1)	(0)	(94)	(21)
TOTALS	1,409	292	186	107	26,430	186	52	34	14	5,704	1,595	344	220	121	32,134	34,414
	(5)	(1)	(1)	(0)	(93)	(3)	(1)	(1)	(0)	(95)	(5)	(1)	(1)	(0)	(93)	(100)

a. B=Black, O=Oriental, S=Spanish surname, NA=Native American, AO=All Other.
b. Percentages are listed in parentheses; percentages will not always total 100 due to rounding.
c. Full and part time data on total undergraduate and graduate students as of 11/22/72.
d. The Graduate School has reported *N*=7,178 graduate students (blacks *N*=270; Orientals *N*=70; Spanish surname *N*=64; Native Americans *N*=3 and All Other *N*=6,771). The difference between the Graduate School and the OAR, i.e., *N*=91, was apportioned by percentage across the five groups to reconcile the difference in counts. This is permissible since the difference in count is probably due to the time of the counts.
e. Full-time undergraduates: *N*=24,859 (92%) and part-time undergraduates: *N*=2,286 (8%). An earlier report (December, 1972) submitted to the Maryland Council for Higher Education showed full-time undergraduates: *N*=24,773 (91%) and part-time undergraduates: *N*=2,372 (9%). The difference is *N*=86 (0%, error), a result of students' changed status and time of counts.

TABLE 2

Fall 1968, 1969, 1970, 1971, and 1972 Black Student and Total Student Body at College Park[a,b,c]

	1968	1969	1970	1971	1972
Undergraduate Total Student Body	25,805	25,338	26,720	27,678	27,145
Graduate Total Student Body	6,528	7,096	7,444	7,583	7,269
Total Student Body	32,333	32,434	34,164	35,261	34,414
Black Undergraduate Student Body	484 (2)	574 (2)	944 (4)	1,231 (4)	1,321 (5)
Black Graduate Student Body	102 (2)	130 (2)	341 (5)	346 (5)	274 (4)
Total Black Student Body	586 (2)	718 (2)	1,285 (4)	1,577 (4)	1,595 (5)

a. Percentages are listed in parentheses.

b. Percent of new black freshmen compared with the new freshman class
1970=7% (*N*=386) vs. 1970=*N*=5,160
1971=9% (*N*=467) vs. 1971=*N*=5,279
1972=10% (*N*=477) vs. 1972=*N*=4,806

c. Percent of other new minority freshmen: Oriental 1% (*N*=60), Spanish surname 1% (*N*=38) and Native American 1% (*N*=36), Fall 1972.

TABLE 3

Fall 1972 Undergraduate Minority Student Enrollment
by College and Major at College Park[a,b,c]

COLLEGE/MAJOR	MINORITY GROUP			
	BLACKS	ORIENTALS	SPANISH SURNAME	NATIVE AMERICAN
AGRICULTURE				
Agricultural Resources and Economics	1	-	-	-
Agronomy	1	-	3	-
Animal Science	-	2	-	-
Botany	-	-	-	1
Conservation and Resource Development	-	-	1	1
General Agriculture	1	-	-	-
Geology	1	-	-	-
Horticulture	1	-	-	-
Pre-Forestry	-	-	-	1
Pre-Veterinary	3	-	-	1
Unavailable	-	2	1	-
Total	8 (1)	5 (2)	5 (3)	4 (3)
ALLIED HEALTH PROFESSIONS				
Dental Hygiene	1	-	-	-
Medical Technology	6	6	1	-
Physical Therapy	17 (1)	- (0)	- (0)	2 (2)
Unavailable	2	1	-	-
Total	26 (2)	7 (3)	1 (1)	2 (2)
ARCHITECTURE				
Architecture	4	9	4	-
Total	4 (0)	9 (3)	4 (3)	- (0)
ARTS AND SCIENCES				
American Studies	1	-	-	-
Anthropology	4	3	3	1
Art History	1	1	-	-
Art Studio	8	8	1	1
Astronomy	-	1	1	-
Biochemistry	-	7	1	-
Biological Sciences, General	9	-	3	1
Botany	1	1	-	-
Chemistry	5	1	1	1
Computer Science	1	3	-	1
Criminology	21	4	1	1
Dance	2	1	1	-
Dramatic Arts	3	1	2	1
Economics	-	3	2	-
English	11	1	2	2
French Language and Literature	3	2	2	-

TABLE 3

Fall 1972 Undergraduate Minority Student Enrollment
by College and Major at College Park[a,b,c]
(Continued)

COLLEGE/MAJOR	MINORITY GROUP			
	BLACKS	ORIENTALS	SPANISH SURNAME	NATIVE AMERICAN
ARTS AND SCIENCES (Cont'd)				
General Curriculum	42*	8	3	5*
Geography	1	1	1	3
German and Slavic Language and Literature	1	-	1	-
Government and Politics	22	1	2	3
History	17	-	2	2
Law Enforcement	14	1	2	3
Mathematics	15	12*	2	1
Microbiology	7	2	-	-
Music	4	3	-	-
Music Theory and Composition	1	-	-	-
Philosophy	2	-	1	-
Physical Sciences, General	1	-	2	-
Physics	3	3	1	1
Pre-Dentistry	4	-	-	-
Pre-Law	32	1	2	1
Pre-Medicine	32	14*	2	1
Psychology	49*	8	5*	3
Sociology	61*	1	4*	-
Spanish and Portuguese Language and Literature	4	-	1	-
Speech, General	3	-	-	-
Speech and Hearing Science	7	-	-	-
Speech, Radio and Television	5	2	-	2
Urban Studies	1	-	-	-
Zoology	13	6	3	3
Unavailable	58	-	7	4
Total	469 (36)	100 (37)	61 (41)	41 (34)
BUSINESS AND PUBLIC ADMINISTRATION				
Accounting	30*	17*	3	4*
BPA, Undecided	4	2	-	-
Business Organization and Administration	15	5	5*	1
Combined Business Law	29*	6	3	5*
Economics	8	-	8*	2
Finance	3	5	1	-
Government and Politics	5	1	-	1
Information Systems Management	5	3	3	3
Journalism	33*	3	2	1
Management Science and Statistics	-	-	-	1
Marketing	5	4	2	1
Personnel and Labor Relations	9	3	-	1
Production Management	-	-	1	-
Transportation	-	-	2	1
Unavailable	10	1	-	-
Total	156 (12)	50 (19)	30 (20)	21 (18)

TABLE 3

Fall 1972 Undergraduate Minority Student Enrollment
by College and Major at College Park[a,b,c]
(Continued)

COLLEGE/MAJOR	MINORITY GROUP			
	BLACK	ORIENTALS	SPANISH SURNAME	NATIVE AMERICAN
EDUCATION				
Art Education	5	2	-	1
Business Education	6	-	-	-
Dance Education	1	-	-	-
Distributive Education	-	-	-	1
Early Childhood Education	15	-	3	2
Education for Industry	3	-	2	2
Elementary Education	40*	8	3	1
English Education	4	1	-	1
Foreign Language Education	7	-	2	-
Home Economics Education	-	-	1	1
Industrial Arts Education	3	1	-	4*
Library Science Education	3	1	-	-
Mathematics Education	10	1	-	-
Music Education	4	-	1	-
Science Education	-	1	-	-
Secondary Education (No Longer Offered)	6	1	-	-
Secretarial Education	3	2	-	-
Social Studies Education	2	-	1	-
Special Education	24*	6	5*	1
Vocational Education	2	1	-	-
Unavailable	6	-	-	7
Total	144 (11)	25 (9)	18 (12)	21 (18)
ENGINEERING				
Aerospace	1	2	2	-
Chemical Engineering	5	1	2	1
Civil Engineering	3	9	5	3
Electrical Engineering	7	22*	3	2
Mechanical Engineering	5	7	4	1
Undesignated B.S. in Engineering	4	-	1	-
Unavailable	1	1	1	1
Total	26 (2)	42 (16)	18 (12)	8 (7)
GENERAL STUDIES	9 (1)	- (0)	- (0)	1 (1)
HOME ECONOMICS				
Advertising Design	15*	2	-	-
Clothing	7	2	-	2
Community Studies	7	-	-	1
Costume Design	5	1	1	-
Crafts	-	1	1	-
Dietetics	1	3	-	-
Family Studies	4	1	2	1
General Home Economics (No Longer Offered)	1	-	-	-

TABLE 3

Fall 1972 Undergraduate Minority Student Enrollment
by College and Major at College Park[a,b,c]
(Continued)

COLLEGE/MAJOR	MINORITY GROUP			
	BLACK	ORIENTALS	SPANISH SURNAME	NATIVE AMERICAN
HOME ECONOMICS (Cont'd)				
Home Economics Education	3	2	1	1
Home Economics, Undecided	2	-	-	-
Housing	3	-	-	-
Interior Design	5	1	1	1
Nutrition	1	-	-	-
Textile Marketing	1	2	-	-
Textile Science	1	-	-	-
Unavailable	-	-	-	2
Total	56 (4)	15 (6)	6 (4)	8 (7)
NURSING	47 (4)	3 (2)	2 (1)	- (0)
OFFICE OF INTERMEDIATE REGISTRATION (OIR)	321 (24)	2 (1)	4 (3)	1 (1)
PHARMACY	5 (0)	6 (2)	- (0)	- (0)
PHYSICAL EDUCATION, RECREATION AND HEALTH				
Health Education	2	3	-	-
Physical Education	10	2	-	3
Recreation	10	-	-	5*
Total	22 (2)	5 (2)	- (0)	8 (7)
UNIVERSITY COLLEGE				
General Studies	-	-	1	1
Unavailable	7	-	-	1
Total	7 (1)	- (0)	1 (1)	2 (2)
COLLEGE TOTALS	1317 (101)	269 (102)	150 (101)	119 (100)

[a]Approximate college and major enrollments; minor variations exist compared to Table 1; major listed if carried by a minority student.

[b]Total *N*'s: Black= 1347, Orientals=269, Spanish surname=150, Native American=117.

[c]Percentages are listed in parentheses; percentages may not total 100 due to rounding.

*Either first, second or third highest.